



English teaching at Victoria summary

Students joining Victoria in Nursery	<p>Will follow the EYFS but where children's needs are identified as complex and unlikely to develop the Multi-Sensory Impairment curriculum may be used</p> <p>Colourful semantics (iPad app) London speech and language therapy (Board maker PCS would be colour coded for timetables and Objects of reference)</p> <p>Symbol steps 1-12 (assessment criteria for reading and writing)</p>	
Students in Foundation-year 2	<p>Will follow the EYFS for children who are not ready for the National curriculum but will work at P6 or above by the end of year 1, the national curriculum will be used for those at level 1 but where children's needs are identified as complex and unlikely to develop the Multi-Sensory Impairment curriculum may be used</p> <p>Reading age assessment using Neale analysis will be completed with children working at level 1 or above in year 2</p> <p>Colourful semantics (iPad app) London speech and language therapy (Board maker PCS would be colour coded for timetables and Objects of reference)</p> <p>Symbol steps 1-12 (assessment criteria for reading and writing)</p>	
Students working at P1-P5 inclusively for their time at Victoria	<p>Will follow the Multi-Sensory Impairment curriculum</p> <p>Symbol steps 1-12 (assessment criteria for reading and writing)</p>	
Students working between P5 and 4a	<p>Will follow the program of work outlined in 3 year plan, working towards reading ages of 8.6 years in main school</p> <p>Reading age assessment using Neale analysis will be completed with children working at level 1 or above in year 4</p> <p>Post 16 will follow ASDAN and Towards independence and Personal Progress schemes if appropriate</p> <p>KS4 Transition challenge which accredits National Curriculum subjects</p> <p>Colourful semantics (iPad app) London speech and language therapy (Board maker PCS would be colour coded for timetables and Objects of reference)</p> <p>Symbol steps 1-12 (assessment criteria for reading and writing)</p>	
Students working at current National curriculum level 4a or above (when in year 9)	<p>Will follow GCSE level English for the remaining group CF/ER/ LD/ PA/HB</p> <p>Reading age assessment using Neale analysis will be completed with children working at level 1 or above in year 9 and again in post 16</p> <p>Will follow OCR Entry level 1 Functional skills English through to level 2 (mapped from start of KS4 to end of Post 16)</p> <p>Assessment to be set up to effectively monitor above (Solar?)</p>	

All teaching of English at Victoria will be linked to the three year plan		
Entitlement for all	<p>Individualised medium planning / termly which includes targets.</p> <p>At least 3 x a week dedicated work on targets in small groups or 1-1 if practical</p> <p>Two half an hour discrete reading sessions or equivalent i.e. sensory story , TAC PAC poem using identified and agreed resources</p> <p>Two 1 hour sessions of a taught English either following taught course or 1 hour Communication and 1 hour dedicated time for support from Speech and language therapists</p> <p>Opportunities for functional use of English communication in the community</p> <p>A breadth of exposure and experience of a wide range of English genres (see 3 year plan)</p> <p>All students will be assessed for reading and spelling using the Nessy Learning program, this will enable tracking across the school</p> <p>Whole school English events for World book day / Roald Dahl day /</p> <p>All children (for whom it is practical) to have opportunities to use / produce in Radio station to develop Speaking, listening and Communication</p> <p>Joint planning / review and target setting with SLT termly in line with ILP target writing deadlines</p> <p>Makaton is used in all classes more or less so according to individual needs</p> <p>ACC will be used as appropriate to the level of ability of the student from single switch sound bites to high tech communication systems (Gateway / Interact)</p>	

- Phased introduction of colourful semantics, students who cannot comprehend change of colours would continue with current colours until they leave School.